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Illinois. Dept. of Adult, Vocational
and Technical Education.

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Three Phase System
for Statewide Evaluation of
Occupational Education Programs

**An Overview
for Team Members**

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State Board of Education
Illinois Office of Education
Joseph M. Cronin
State Superintendent of Education

Department of Adult, Vocational
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Three Phase System
for Statewide Evaluation of
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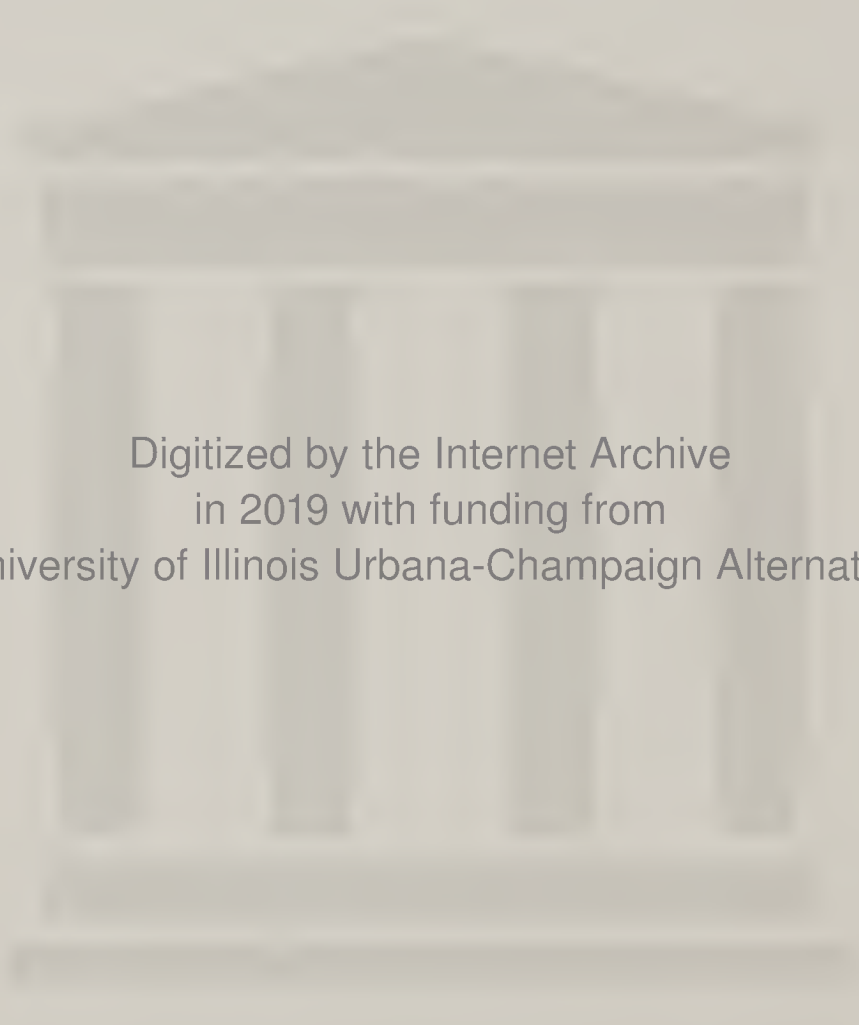
**An Overview
for Team Members**

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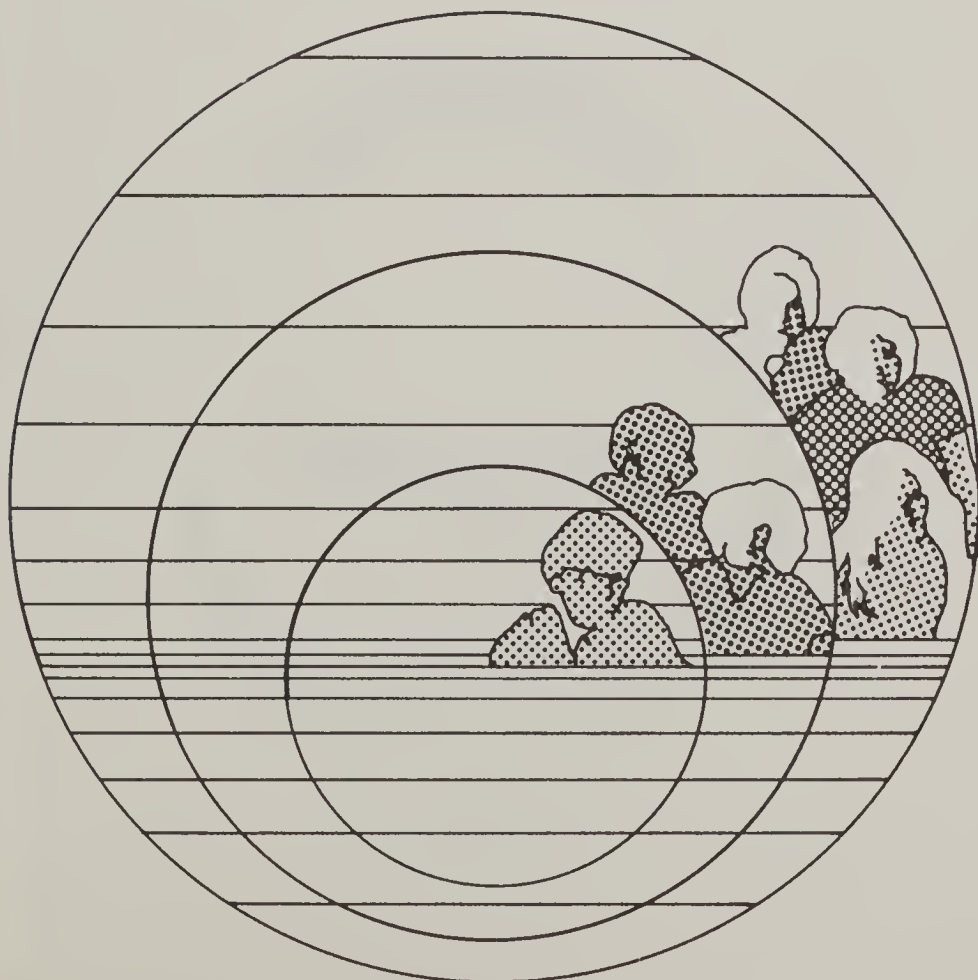
The Evaluation System

The evaluation system is referred to as the Three Phase System for Statewide Evaluation of Occupational Education Programs. The goals of this system are:

To promote and assist with the development of quality occupational programs in local education agencies.

To foster maximum utilization and accountability of State and Federal funds allocated to occupational programs.

To provide the Department of Adult, Vocational and Technical Education with necessary data for statewide planning of occupational programs.

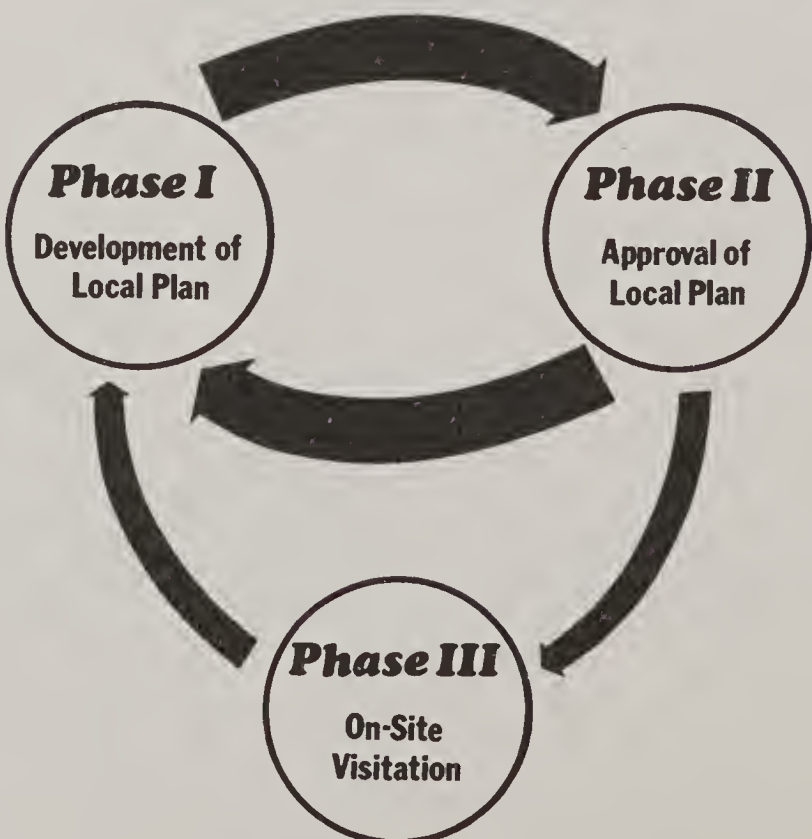


The evaluation system has three rather distinct but interrelated phases. As a team member, your contribution will be to the third phase.

Phase I involves evaluation and planning of the local education agency's occupational program. The staff of the local agency is responsible for this Phase which culminates in the preparation and submission of a One and Five Year Plan for occupational education to the Department of Adult, Vocational and Technical Education.

Phase II involves the annual assessment of each agency's local plan by staff of the DAVTE's Program Approval and Evaluation Section. Each plan is evaluated in light of local resources, student needs, human resource needs, and agency potential. Such things as population characteristics and past performance are taken into account during this Phase.

Phase III involves the on-site visitation each year of a portion of the agencies with approved plans. On-site evaluations utilize the team approach to review information provided by the local education agency; to interview staff, students and community representatives; and to prepare a report of conclusions and recommendations for improvement.



Focus of the Evaluation

Several aspects of an educational institution constitute the total occupational education program. They include:

Occupational Information in Kindergarten to Grade 8.

Occupational Orientation in Grades 9 and 10.

Occupational Experiences in regular secondary schools, area vocational centers, community colleges, and state agencies such as Corrections, Mental Health; and Children and Family Services.

Depending upon the type of local education agency being visited, the evaluation team interviews a variety of individuals within the agency and representatives from external community agencies who are important to student services, education, job placement, and employment of occupational students.

Program Components

The on-site evaluation focuses on the total program of occupational education provided to students. The team centers its attention on six program components. These are used to analyze the total learning opportunities and support services for occupational students. The six program components also form the body of the evaluation report. They are:

Planning and Evaluation — Evidence is gathered by the team to determine the adequacy of the local education agency's system for establishing total program goals, identifying needed occupational programs, and designing instruction. Additionally, the local education agency's system of evaluating both the processes of instruction and the outcomes or impact of programs is assessed.

Occupational Programs — The team analyzes the quality of each occupational program through interviews and document review to assess the availability of programs to all students as well as program scope and course sequence. Additionally, the team will assess the adequacy of internal resource utilization within various programs.

Student Services — The various support or ancillary services provided to occupational students are reviewed by the evaluation team. Services such as guidance and counseling, placement, and student testing are focused on through the interview and document review process. Services for special populations such as the disadvantaged, handicapped, minority groups and women are also included in this component.

Personnel — The team reviews personnel qualifications in light of personnel development needs, and analyzes the type and extent of participation in various personnel development activities such as professional organizations, workshops, and courses.

Program Management — The team looks at the way occupational programs are managed. This includes both the administrative structure as well as the operational effectiveness of the structure. This component includes management at all levels of the local education agency that contributes to the delivery of instruction and services to occupational students.

Community Resources — The team focuses on this component to determine to what extent the local education agency has involved community representatives and utilized community resources in the development, operation and evaluation of occupational programs. The use of advisory committees, cooperation with other educational and service agencies and cooperative education pursuits are examples of areas to be reviewed.

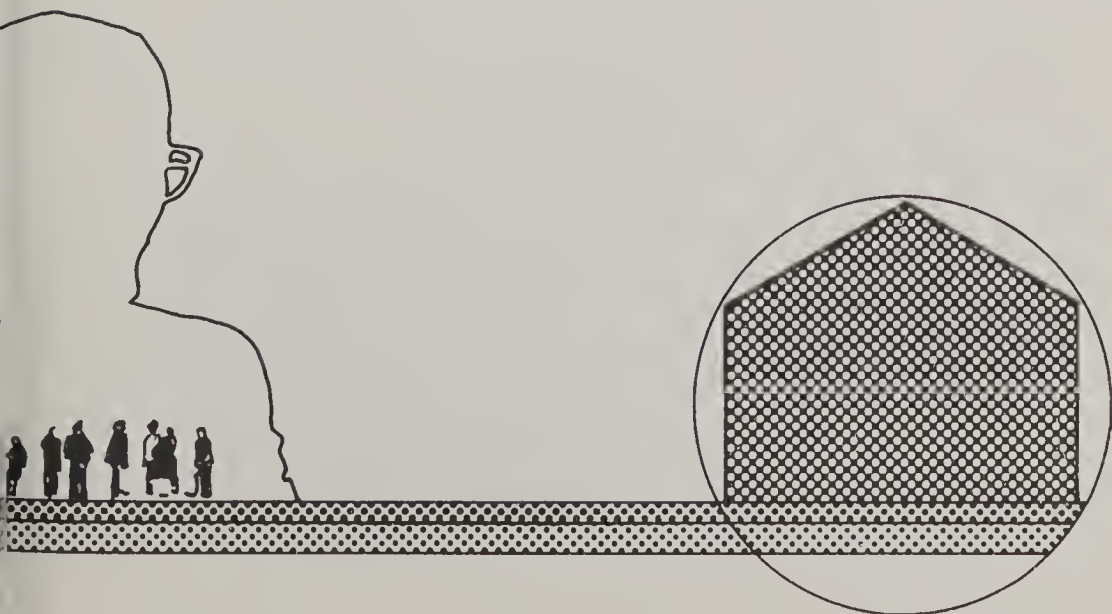


The Team

The Department of Adult, Vocational and Technical Education is careful to assure that on-site evaluations are conducted by competent, well-balanced teams from outside the immediate locale of the local education agency. In addition to a team leader, team members representative of three areas are selected for each evaluation. They are:

1. Business, industry or labor representatives who have a concern for and an interest in occupational education.
2. Practicing educators who have demonstrated teaching, administrative or support service expertise in occupational education.
3. Advanced students and graduates of occupational programs.

The number of team members in each of these three categories depends upon size and other features of the local education agency being evaluated.



Review of Pre-Visitation Information

Team members are provided with materials for study before the on-site visitation. The local agency and the state office send each team member copies of:

The Local Plan. This is the document which was prepared by the local agency staff (in Phase I) and approved by state office staff (in Phase II). The Local Plan tells what the agency is doing for occupational students.

School and Community Data. This form provides basic information about the community in general, the local education agency and its respective occupational programs.

Preliminary Evaluation Information Faculty Form. Several weeks before the on-site visitation, teachers, counselors, and administrators complete a questionnaire about the six program components. These responses are tabulated and sent to team members for pre-study and for use during the visitation.

Preliminary Evaluation Information Student Form. A sample of occupational students completes a questionnaire about occupational programs and related services. Results are tabulated and also sent to team members.

Orientation of Team

The visitation begins with an orientation meeting. This meeting is conducted by an experienced team leader who explains the procedures to be followed. The orientation meeting involves:

Becoming acquainted with other team members.

Reviewing the philosophy of the evaluation system and the major components of the evaluation.

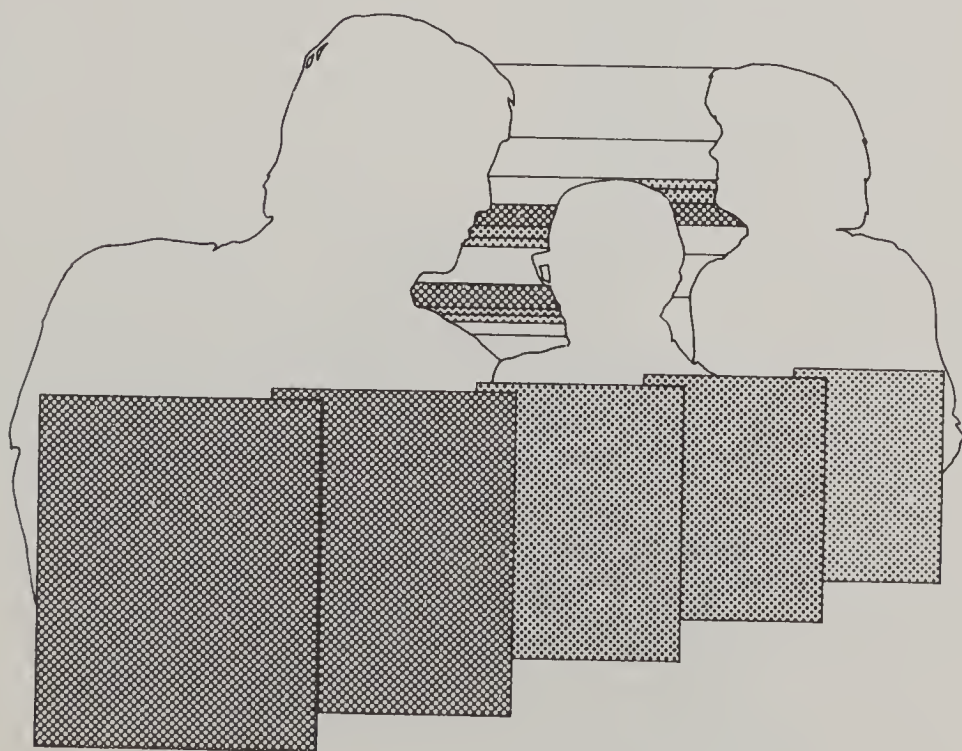
Reviewing available materials.

Preparing for interviews.

Preparing for report writing sessions.

Understanding the schedule of events for the entire visitation.

The team leader providing interview schedules for each team member.



Interviews

Much of your time as a team member will be spent interviewing various individuals. The kinds of individuals who will be interviewed are:

Administrators (both occupational and general)

Instructional Personnel (all occupational staff plus a sample of others)

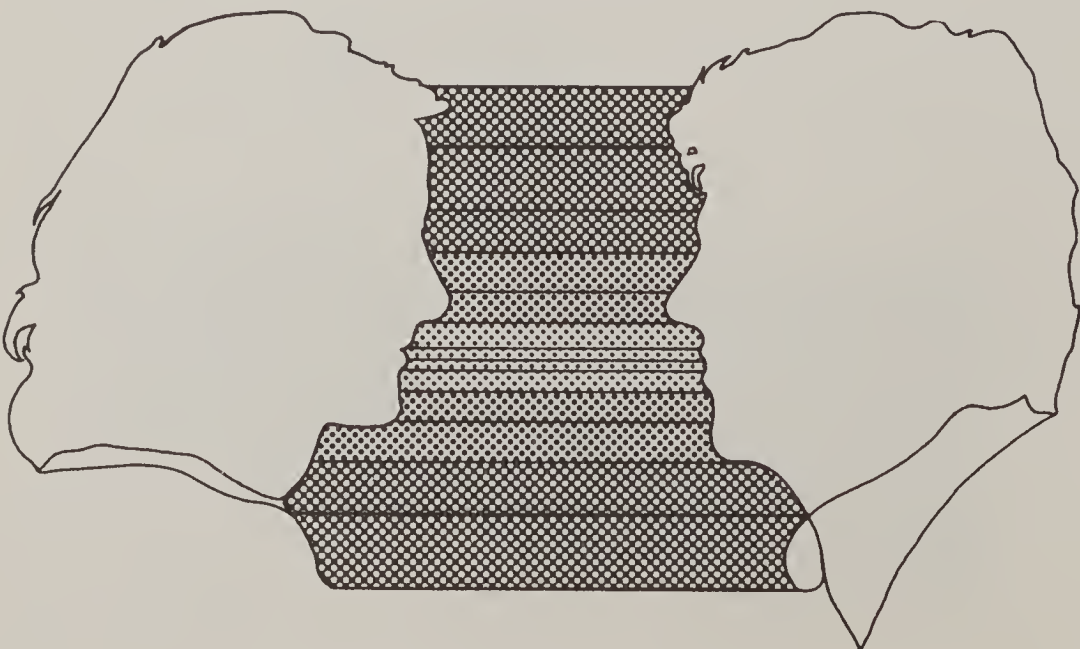
Guidance Personnel

Governing Board Members

Business, Government and Industry Personnel (advisory committee, employers and others)

Students (occupational and others)

A Team Member Handbook will be mailed to you along with pre-visitation information. This handbook provides an orientation to interviewers and also provides a detailed structure to aid you in the interviewing process.

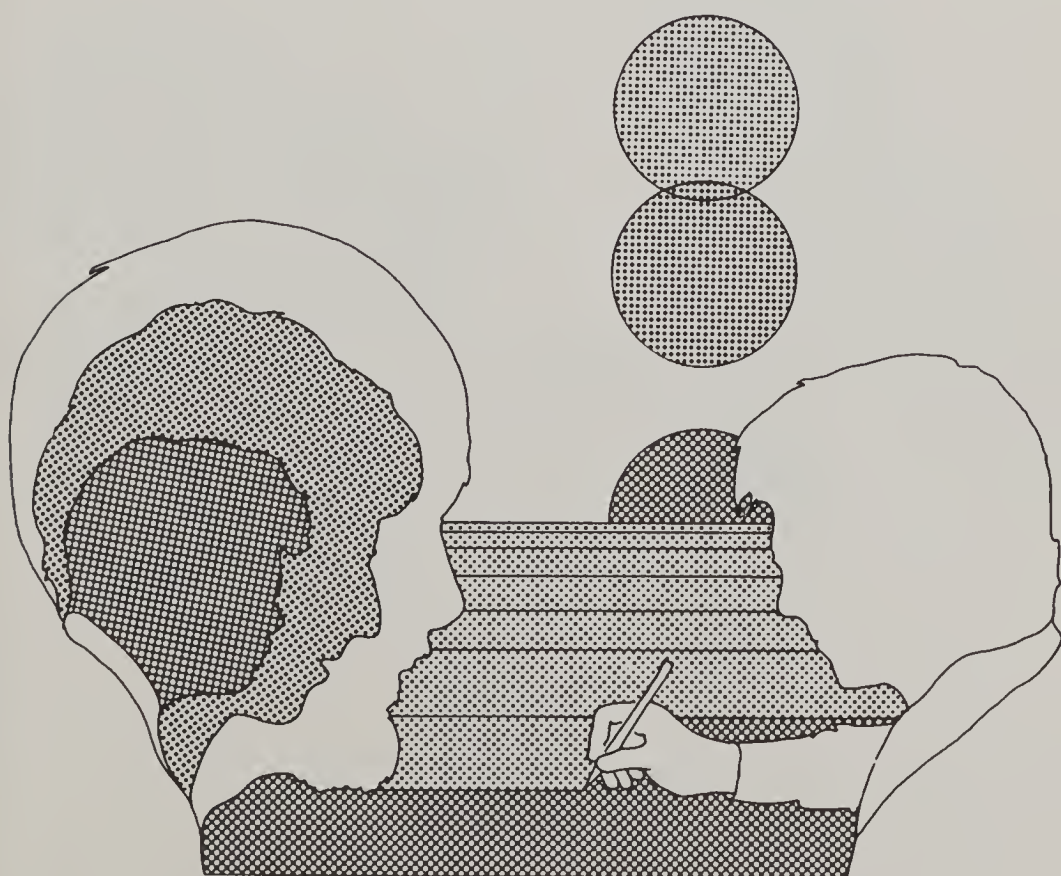


Writing Sessions

The team spends late afternoons and evenings in group writing sessions. The team leader uses a variety of approaches for drafting the evaluation report. The report will have a section for each of the six program components and will be a composite of the views of all the team members.

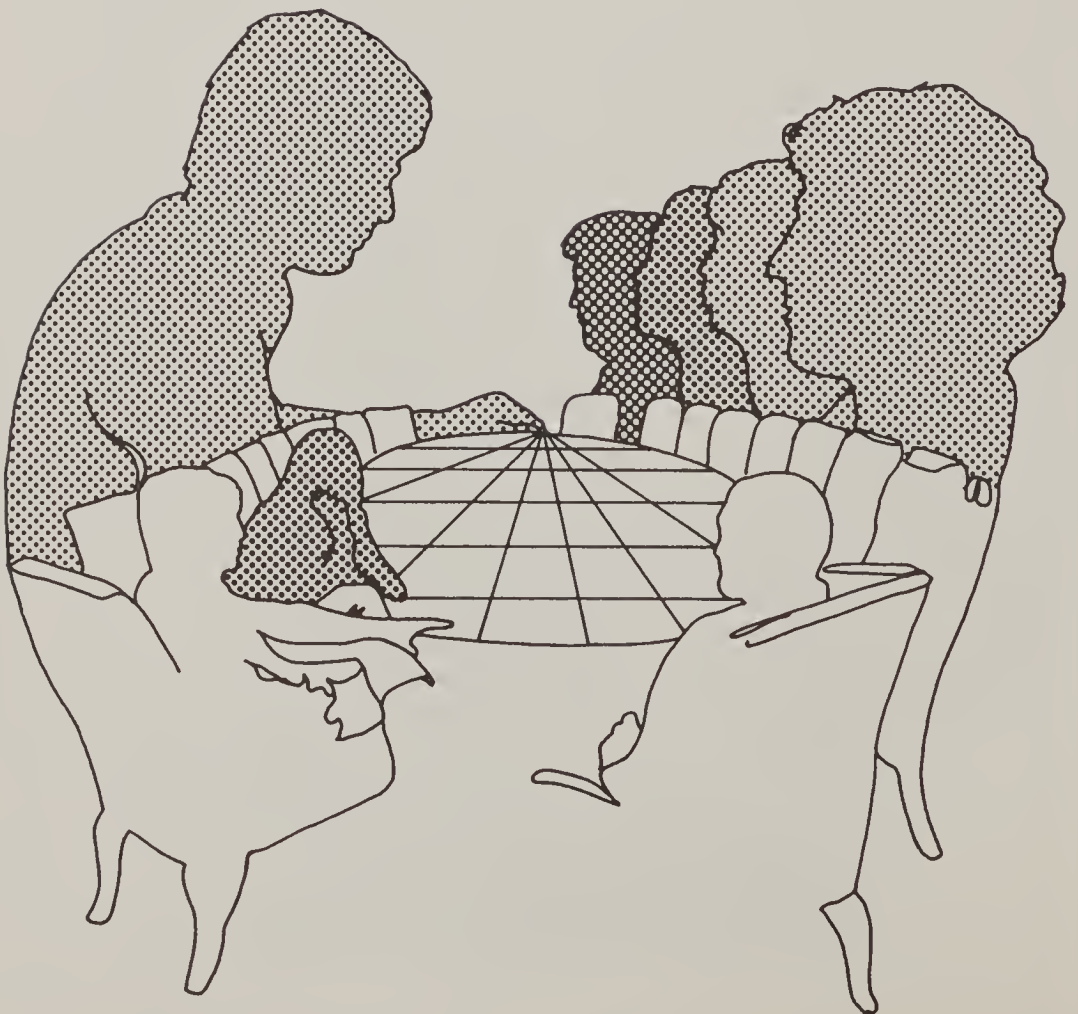
During the writing sessions, team members use the information sources provided before the evaluation, materials about programs and courses provided by interviewees, interview notes, other materials and their own analysis to suggest statements for the report. The team leader uses these to phrase conclusions and recommendations.

Most of the time, the team leader does the actual writing. The team members' job will be to offer findings and ideas for improvement. The team leader may ask team members to work in small groups to prepare preliminary drafts of some parts of the report.



Summary Conference

The on-site evaluation ends with a Summary Conference. The conference is attended by the leadership of the local education agency and community representatives. It is conducted by the Department of Adult, Vocational and Technical Education Regional Director who will join the team on its final afternoon in the community. The team leader represents the team and presents the evaluation report and receives suggestions for possible last minute revision.



Summary

Evaluations are very important to the improvement of ongoing occupational programs. The DAVTE hopes that you will accept the invitation to serve on a team and help improve occupational education for students.

If you agree to serve, you will receive materials mentioned earlier in this publication and materials regarding mechanics, such as motel or hotel accommodations. You will be expected to do some pre-visit study, to attend the orientation meeting and to engage in interview and report preparation sessions with the team. Approximately four weeks after the on-site visitation, you will receive a copy of the evaluation report you helped prepare.

State Board of Education

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